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ABSTRACT

Using data consisting of descriptive and expressive-narrative essays written in 1969 and 1979 by black 17-year-old students in the stratified probability sample from the National Assessment of Educational Progress (NAEP), a study investigated which language patterns differentiated the NAEP essays written by black students in 1969 from those written in 1979. Narrative essays were scored using the primary trait technique while the descriptive essays were scored by using the holistic scoring technique. The total number of T-units and the total number of words were also tabulated for each essay. The distribution of black English forms was arrived at by the standard sociolinguistic procedure of calculating the ratio of actual to potential occurrences of black English. The data suggest that the performance by black students in narrative writing from 1969 to 1979 was influenced by a combination of the following factors: (1) a decrease in the use of black English features, (2) a decrease in the number of words, (3) the use of a scoring criteria based upon explicit features relative to the type of discourse, and (4) the assignment of a topic conducive to field dependent cognitive skills. Because these variables had an opposite effect upon the descriptive essays, writing performance did not improve. (HOD)

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BLACK STUDENT WRITERS, STORKS AND FAMILIAR PLACES: WHAT CAN WE LEARN FROM THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS?

Geneva Smitherman and Sandra Wright

National Council of Teachers of English Convention, Detroit, 1984. Note: A shorter version of this paper was presented at the Conference on College Composition and Communication, March, 1983.

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A C K N O W L E D G E M E N T S

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INTRODUCTION

The philosophical perspective we bring to bear on this topic has been forged by our elders in the Black intellectual tradition, notably Woodson(e.g., 1933); DuBois (e.g., 1903, 1973); and Turner(1949), and by other mentors such as Freire(e.g., 1970); Fanon(e.g., 1967); and Foster(e.g., 1971)--all of whom conceive of the role of the intellectual as both to understand the world and to change it. In our modest contribution to that effort, we seek to tap the potential of Black students in order to prepare the next generation for leadership in America and the world. The ability to communicate--both orally and in writing--is a sine qua non for such leadership. This is the vision that informs our intellectual work and research.

In looking at the case of the AfroAmerican student from the perspective of language and literacy in the Black community, we were drawn to the National Assessment of Educational Progress(NAEP) because of the significant upward trend in Black student writing from 1969 to 1979(NAEP, 1980; see Table One). The fact that Black students improved twice as much as their white counterparts was much heralded in the professional literature and in the national and local media during 1981 when the NAEP results were released. However, Black writing had not achieved par with that of whites, a fact which frequently was overlooked in these discussions about Black student progress. Yet, the dramatic improvement does present possibilities for further development of Black student potential if we could but identify and capitalize upon those factors that account for the tremendous upsurge in Black student writing.

Of course a variety of possibilities external to the writing may well help to explain this upsurge--e.g., intensive concentration of resources on remediation through Headstart, Upward Bound and other such educational programs that were implemented in the 1960's and 70's. Yet such external explanations can only be put forth as indirect and possible factors of causation although at an ultimate policy level, educational decisions must be based on analysis of such factors. In our work, we have chosen to focus on the students' written products themselves for they provide clear objective

evidence of the change in Black student writing over the last ten years. From such evidence, we seek to formulate descriptions of the strengths and weaknesses in Black student writing at this stage in the quest for freedom and literacy[1] by the Black community. In light of the De-Creolization Hypothesis,[2] a central issue concerns the presence of Black English in the essays. Can the upsurge be attributed to a decline in the distribution of Black English in the essays from 1969 to 1979? Can the upsurge be attributed to a greater facility in handling Edited American English discourse? That is, is the writing better (more "literate" in the Harris sense) or just more "correct"? Or are both things true? As researchers committed to developing the potential of Black students for world leadership, the question for us, then, is: what can we learn from the research?

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[1]The thematic construct of "freedom and literacy" as a recurring quest in Black American history was used by Steptoe in his "AfroAmerican Literature: The Reconstruction of Instruction"(in Steptoe and Fisher, 1978) to analyze Nineteenth Century Black authors and slave narratives. Harris(1980) extended the concept from its literal meaning of freedom from enslavement and the ability to read and write to encompass the essence of Black American survival. Harris reconceptualizes "freedom" to refer to the ability to conceptualize the world in ways continuous with a people's history and "literacy" to refer to an understanding of the world of sufficient sophistication to permit a people to deal with and transcend whatever they encounter in the struggle to survive. Hall (1982) has incorporated the freedom and literacy construct into a theory of pedagogy for Black students. We have embraced the freedom and literacy vision, particularly as articulated by Harris and Hall, for it is strongly rooted in the Black intellectual tradition.

[2]The De-Creolization Hypothesis refers to the linguistic de-Africanization of Black speech varieties throughout Africa and the Diaspora. The Hypothesis assumes the existence of a creole variety of speech(i.e., in this case, American English combined with Ibo, Yoruba and other West African language patterns), developed in the slave trade and in slave communities, which, over time, undergoes change in the direction of the dominant language(i.e., in this case, standard American English). A variety of socio-cultural and material factors account for this loss of Africanization in the European-African language contact situation, such as, especially in America, economic and educational pressure exerted by the dominant society on Black English speakers. For more on this, see Alleyne(1980), Dillard(1972), Scott(1981) and Smitherman(1977; work in progress).

THE NAEP

In order to identify those variables which should be "taken into account"[3] in addressing the language-literacy crisis confronting Black students, this research examines the writing performance of Black 17 year old students who participated in the National Assessment of Educational Progress (NAEP), Writing Achievement 1969-1979.

NAEP is a Federally funded survey of the educational attainments of youths and adults at four age levels: 9, 13, 17, and 26-35. Its purpose is to measure any growth or decline in educational attainment from one assessment period to another, and to provide information about the knowledge, abilities and attitudes of youths on various subjects. Ten subject areas are tested: writing, reading, literature, science, mathematics, citizenship, music, art, social studies, and career and occupational development. Assessment in each subject area consists of a series of exercises. Each exercise in any given assessment is completed by 2,000 to 2,500 respondents, and each group is compiled so that its membership is proportionately representative of the population of the U.S. at the age level in question. Each age level is further defined in terms of geographic region, sex, race, parents' highest educational level, and size and type of community.

The NAEP writing achievement offers the advantage of a scientifically designed, nationally administered, standardized test whose data and scoring results are available in computerized format. It also presents a reader evaluation score (assessment) indicative of the students' level of writing performance and compares this to writing performance in previous and subsequent years. Thus, NAEP's finished results are presented as aggregated data reflecting larger trends (e.g., increase or decrease) in the quality of specified types of writing performance (i.e., expressive, explanatory, persuasive and descriptive) over a period of time. These performance trends have also been analyzed with reference to various subgroups identified by race, sex, geographic region, etc.

[3] This phrase comes from Judge Charles C. Joiner's 43-page Opinion issued in King(1979). Joiner effectively established, within a legal framework, the legitimacy of Black English and ordered the Ann Arbor School District to "take into account" the Black English of its students in order to overcome language barriers created in the educational process. We repeat the phrasing here because of its particular aptness for our research. See Smitherman, 1981 (a), 1981 (b) for more on the King case.

Among the significant trends highlighted in NAEP's assessment were two results which provide the impetus for our study: 1) of the different writing tasks performed by all students in the NAEP study, Blacks improved twice as much as whites on the Expressive-narrative and Persuasive writing tasks; and 2) Black 17 year olds, like their white counterparts, showed no significant improvement on the Descriptive writing task.

RESEARCH DESIGN

The broad research question to be investigated here is: what language patterns differentiate the NAEP essays done by Black 17 year olds in 1969 from those done by a similar group in 1979? The specific questions to be asked are:

1) What is the distribution of Black English for the two groups of essays?

2) What features of discourse differentiate the groups of essays?

This paper focuses upon the first question. The research hypotheses for this phase of our analysis are:

1) Due to de-creolization, there will be a higher proportion of Black English in the 1969 essays than in those from 1979;

2) the use of Black English predicts score, both within and across years;

3) essay length predicts score.

The data consist of Descriptive and Expressive-narrative (heareafter Narrative) essays (N=429) written in 1969 and 1979 by Black 17-year-old students in the stratified probability sample from the NAEP study. The essays have been evaluated by NAEP readers according to either a primary trait or holistic scoring schema. Narrative essays were scored using the primary trait technique. Primary trait scoring involves rating each paper against criteria (e.g. story telling ability) spelled out on a scoring guide. Students were asked to look at a picture of a stork and to make up a story about it. Descriptive essays were scored by NAEP using the holistic scoring technique. Holistic scoring requires that readers concentrate upon forming an overall impression of each paper in relation to others they have read, rather than focusing upon

particular aspects, as does primary trait scoring. Students were asked to describe something they knew about, a familiar place or thing, in such a way that it could be recognized by someone reading the description.

The text of each essay was divided into T-units (a single main clause or a main clause plus one or more subordinate clauses). The total number of T-units and the total number of words were tabulated for each essay. The essays were coded "high" or "low" based upon the NAEP reader score.

Analysis focused on the following linguistic variables:

LINGUISTIC VARIABLE	EXAMPLE FROM NAEP ESSAY
ED MORPHEME :	
Main Verb-Past(MV + Ø)	Last night a odd-looking bird appeared in the neighborhood. It came to my backyard. It turn over trash can.
Main Verb-Perfect(Have/Had + MV + Ø)	It was the odd-looking bird who had enter my front porch.
Verbal Adjective(V + Ø)	Mother, also startle by the creature called police.
Passive(Be + MV + Ø)	It has two wires run from the side which is call a positive and negative wire.
S MORPHEME:	
Noun-Plural(N + Ø pl)	He laid there for a few minute.
Noun-Possessive(N + Ø poss)	The bird kept on walking until he got to the Professor laboratory.
Third Person-Singular(V + Ø)	The bird have long leg and long mouth. He stay by water.
COPULA:	
Be + Main Verb (Ø + MV)	Lawrence,... if you don't get rid of that bird, it going to eat all of the hens on the farm.
Be + Noun (Ø + N)	That the end of my store.
Be + Adjective (Ø + Adj)	It very loud.

Be + Preposition (Ø + Prep)	Now we at the Chevy.
Be + Adverb (Ø + Adv)	The bird there.
SUBJECT-VERB AGREEMENT-PRESENT (Subj pl + is)	A bird and egg is in t' t car.
SUBJECT-VERB AGREEMENT-PAST (Subj pl + was)	The legs was those of a stork.
IRREGULAR VERBS	Last night I was walking down the street. I seen a odd-looking bird.
	I took him to the museum...Then the men from the museum came out to the house and give me a check for 2 million dollars plus a free trip to Mexico.
MULTIPLE NEGATION (Neg + indef)	Last night there was a straight-looking new bird in the neighborhood no one never seen before nowhere.
IT EXPLETIVE (It + V + N)	You no that there are no bird that in America like that. And if it was a bird like that here in America, how can it get into the Chevy.
UNDIFFERENTIATED THIRD-PERSON PLURAL PRONOUN	Baseball...is a fun sport...I will be traveling to different place...and making home run...and the baseball member will be enjoying it because they will have another score for they team.
PRONOMINAL APPOSITION (N subj + P subj)	The girls over there, they will go crazy over you if you wear red clothes.

Additionally, a composite score of regular verbs was computed. Finally, a composite Black English score, which we have termed the CBES, was tabulated, combining all of the linguistic variables.

The distribution of Black English forms was arrived at by the standard socio-linguistic procedure of calculating the ratio of actual to potential occurrences of Black English. Using multiple regression analysis, statistical calculations were derived for main effects and interactions relative to the linguistic variables and the independent measures (score, essay type, year).

RESULTS

De-Creolization in the NAEP

Has the use of Black English declined? The trend as exemplified in this research seems to suggest a "yes" and "no" answer to the question. That is, insofar as the presence of Black English forms in written discourse, there was a general tendency for the 1979 writers to use fewer forms than the 1969 writers although this difference was most powerfully expressed (in statistical terms, that is) with reference to the ED variable. The realization of Black English in this category declined in both types of essays, from an overall 24% in 1969 to 14% in 1979 (significance $< .005$). However, the ambiguity resides in the fact that the most dramatic evidence for decreolization occurred with the Narrative essays. Whereas score is significant with most of the variables, in three instances, there was a statistically significant decline in Black English realizations in Narrative essays from 1969 to 1979, regardless of score. This occurred in the category of Irregular verbs, Composite Regular Verbs and Subject-verb Agreement - Past (See Figures 1, 2, 3). (An intriguing point about the array of these three variables is that in the Descriptive category, there was an increase in Black English realization from 1969 to 1979.) Thus, it would seem that only in certain types of writing is there evidence of decreolization. Longitudinal studies of other writing modalities is needed to deal more definitively with the de-creolization question in Black student writing.

Black English and Scores in the NAEP

Does the use of Black English predict score? Our analysis indicates that this is indeed the case--that is, higher frequency realizations of Black English correlate with lower scores. This seems to be the case even when one considers that in the Narrative essays, raters were instructed to concentrate on primary trait, with specific instructions to look at story-telling and coherence, in other words,

rhetorical effectiveness, rather than overall impression which would include grammar, mechanics, spelling, usage, etc. A high - low score main effect was found for each of the following variables: 1) S-Morpheme (composite); 2) S-Morpheme (nouns only); 3) Subject-Verb Agreement-Past; 4) Multiple Negation: 5) Irregular Verbs; 6) Composite Regular Verbs. (See Figures 4-7). Finally a significant correlation was found between score and the combined total of Black English features, that is, the CBES. Essays with a high CBES received low ratings, those with a low CBES received high ratings. (See Figure 8). Clearly, then, the data indicate that the use of Black English does predict score.

Essay Length

Finally, a word about words. There was a s[illegible]t finding-- a main effect-- relative to the number of words per essay: the greater the number of words, the higher the score. However, and this was significant, the number of words in the Narrative essays declined over the ten-year period. That is, the improvement in writing performance, which was only in the Narrative task, was accompanied by a decrease in verbal output. Table 2 presents this finding.

CONCLUSIONS AND IMPLICATIONS

This secondary analysis of Narrative and Descriptive essays written by Black 17-year-olds in 1969 and 1979 has yielded several intriguing insights and generated a wealth of questions as well. With all the focus on Black writing achievement, we must not lose sight of the fact that although Black students improved twice as much as whites in some categories, by 1979, they still were not writing on the level of whites. Is Black English usage an explanatory variable? That is, linguists and researchers using variation theory tend to focus on quantity, but number may not be as significant as sheer and absolute presence of Black English, regardless of frequency count. Note that in the data under analysis in this research, the realization of Black English was rather low in most categories, tending to be less than 30% throughout. Indeed, Scott (personal communication) has suggested the possibility that the earlier the occurrence of a Black English feature in the writing, the greater the potential for negative evaluation.

In view of the ultimate goal of the research--to formulate descriptions of the strengths and weaknesses in Black student writing and develop pedagogical strategies to help students overcome these weaknesses--the core question, of course, is: what explanatory variables influenced the improvement or lack of improvement in the writing? The data thus far suggest that four variables were influential: 1) use of Black English; 2) essay length; 3) scoring procedure; and 4) type of assignment.

Use of Black English

Examination of the occurrence of Black English features revealed a tendency towards decline in the Narrative essays over the ten-year period. The decrease in BE use fo Narratives was particularly significant for five features: Passives, S-Morpheme, Subject-Verb Agreement-Past, Composite Regular Verbs and Irregular Verbs. The opposite was true for the Descriptive essays: the use of Black English tended to increase for these same features. Further, a main effect for high-low score was found for each of the above-mentioned features (except Passives) and for the CBES. Emphasis upon the verb system and drills on S-Morpheme and other points of grammar in remediation programs over the past decade very likely contributed to students' ability to edit these features in the Narrative essays. The fact that a decrease in use of Black English highly correlates with an increase in scores seems to speak favorably for our efforts at teaching EAE. However, research suggests that while writers may eventually produce grammatically correct prose for one type of assignment, the level of correctness might not remain constant when faced with other types of assignments.

Essay Length

For both the Narrative and Descriptive essays, the mean number of words was found to significantly differentiate high scores and low scores. The mean number of words in the Narrative essays decreased from 1969 to 1979 relative to high - low score, while the mean number of words in the Descriptive essays increased over the same period (Table 2). If we consider this variable in conjunction with use of BE,

a trend begins to emerge. The Narrative essays, which showed improvement, contained less BE, as well as fewer words, from 1969 to 1979, while the Descriptive essays, which showed no improvement, contained more BE, as well as more words. This trend suggests that Black students who, to some extent, had learned to control the occurrence of BE features in their writing may have done so at the expense of self-expression, which was not without its rewards -- they received higher scores. On the other hand, those students who were less successful at controlling the occurrence of BE features in their writing produced longer discourse, which was not without its penalties -- they received lower scores. As suggested by Rose (1982) our students may be inferring from our teaching practices that what is important is how something is said rather than what is said. It is quite possible that we are inadvertently training students to be simple and safe in the pursuit of linguistic acceptance, rather than to explore their linguistic repertoires.

Scoring Procedure

A more obvious difference between the two types of essays, one which required no statistical manipulations to uncover, is that of scoring procedure. As mentioned earlier, the Narrative essays were scored by NAEP using the primary trait technique. Descriptive essays were scored using the general impression or "holistic" technique. Narrative essays were examined by NAEP readers for prominence of specific features of discourse as indicated on a scoring guide. Each Descriptive essay was ranked relative to the other essays and relative to the NAEP reader's overall impression of its effectiveness. As such, the primary trait scoring criterion represents explicit features thought to be required for the effectiveness of a specific type of discourse, while the holistic scoring criterion represents an implicit set of features thought to be necessary for effective writing.

The difference in performance by the two groups may be as much a function of explicit vs implicit scoring criteria as it is the type of method used. That is, the Narrative essays, which were scored for specific criteria, among which the use of BE features was not listed, showed the upward trend. It is likely that evaluat-

ing writing for explicit features of discourse, where there is less penalty for BE use, was influential in the Narrative's upward trend, while evaluating writing according to the reader's overall impression, where there is likely to be a higher penalty for BE use, was influential in the Descriptive's lack of progress. It is further likely that general impression scoring works to the detriment of BE writers when they are assessed with white writers because of the occurrence of BE features and the resultant penalty.

Type of Assignment

We have already discussed differences within the two groups of essays with reference to the differential distribution of BE features. It remains for us to examine the different demands of the two assignments and their relationship to the performance of Black student writers. The Narrative essay assignment required students to look at a picture of a stork and to make up a story about it. The Descriptive essay task required students to describe something familiar, so that others could guess what was being described. Clearly, NAEP's intention was to assess students' ability in composing different styles, and, clearly, these assignments required the use of different cognitive skills. The research model to be used for analysis of discourse, with reference to different cognitive demands presented by the type of assignment, is Grace Cooper's "field dependent - field independent" model (1979).

The most distinctive features of the field dependent cognitive style are 1) a lack of distance between the writer and reader, and 2) the use of a variety of non-standard and transitional features in compositions. The most distinctive features of the field independent cognitive style are 1) the tendency to use categorical classification in written analyses, and 2) the use of physical and psychological distance between the writer and reader. Several researchers have suggested that Black students are highly field dependent, while white students tend to be field

independent. However, what is important here is that the completion of the Narrative assignment calls for the use of field dependent cognitive skills (i.e., situational context, use of narrative sequence, and lack of distance between writer and reader). The applicability of Cooper's model is suggested by the fact that Black students performed significantly better on the Narrative assignment. However, those students whose cognitive style was in opposition to the required cognitive style (as was the case in the Descriptive task) may have used language in ways that did not meet academic standards. These writers are most likely to be labelled poor writers. (This analysis will be dealt with more fully in Phase Two of our study).

When we consider all four variables in conjunction, we can account for the difference in performance by Black students on the two writing tasks. The data suggest that the performance by Black students in Narrative writing from 1969 to 1979 was influenced by a combination of the following factors: 1) a decrease in use of BE features, 2) a decrease in the number of words, 3) the use of a scoring criteria based upon explicit features relative to the type of discourse, and 4) the assignment of a topic conducive to field dependent cognitive skills. Because these variables had the opposite effect upon the Descriptive essays, writing performance did not improve.

FIGURE 1 IRREGULAR VERBS BY YEAR BY TYPE

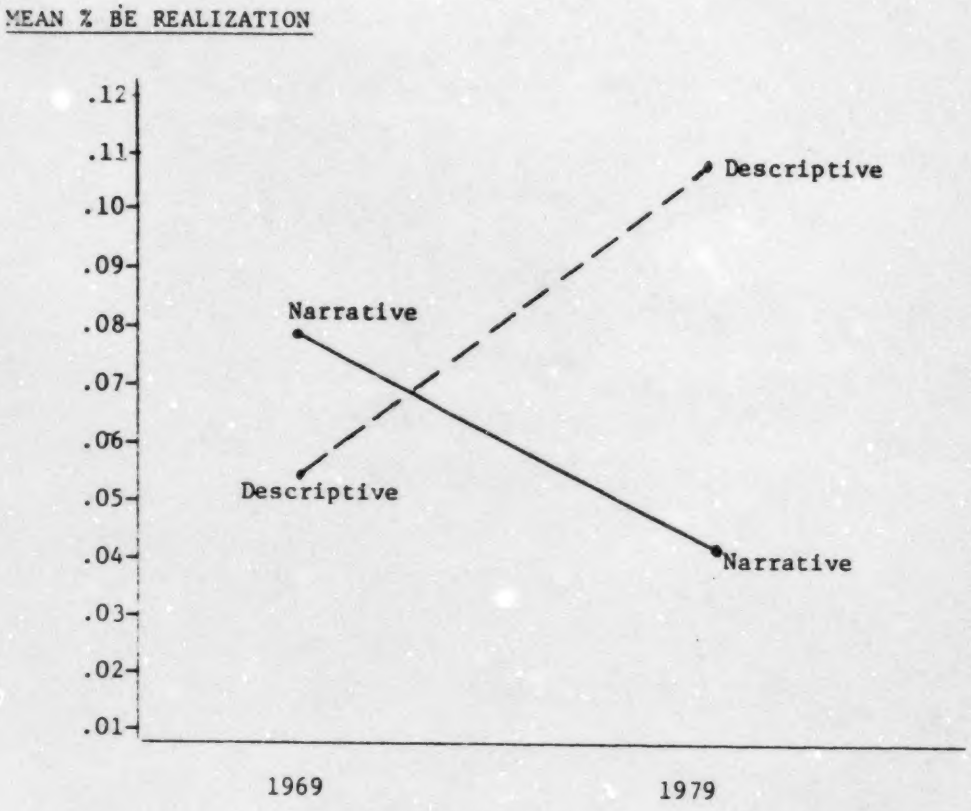


FIGURE 2 COMPOSITE REGULAR VERBS BY YEAR BY TYPE

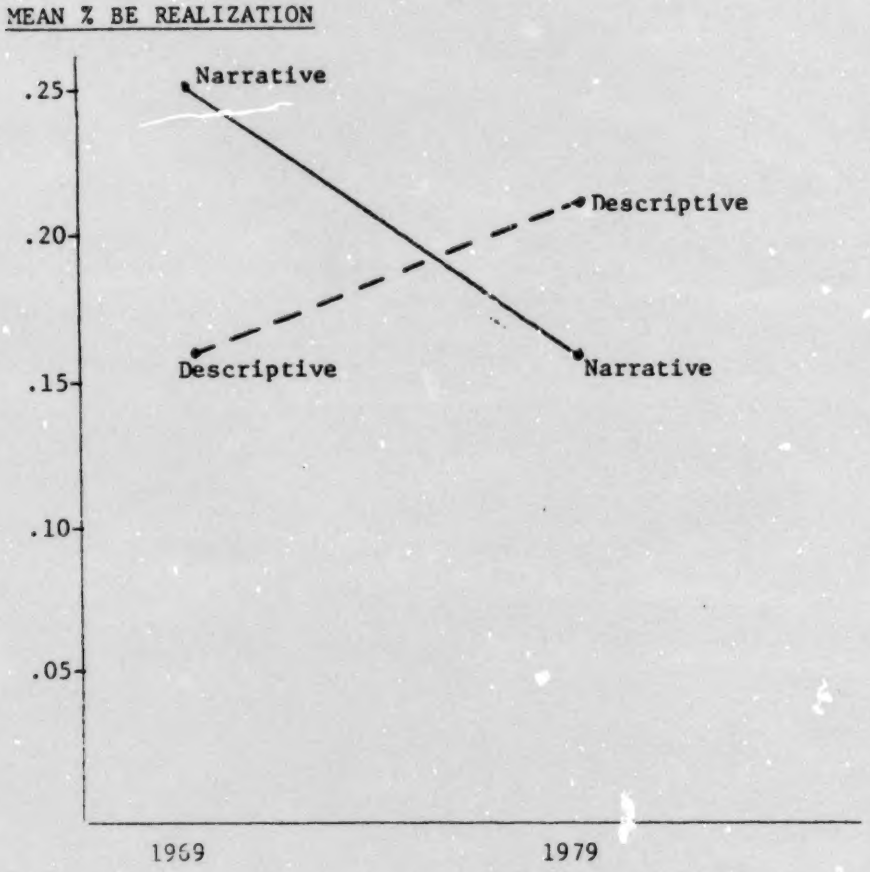


FIGURE 3 SUBJECT-VERB AGREEMENT -PAST BY YEAR BY TYPE

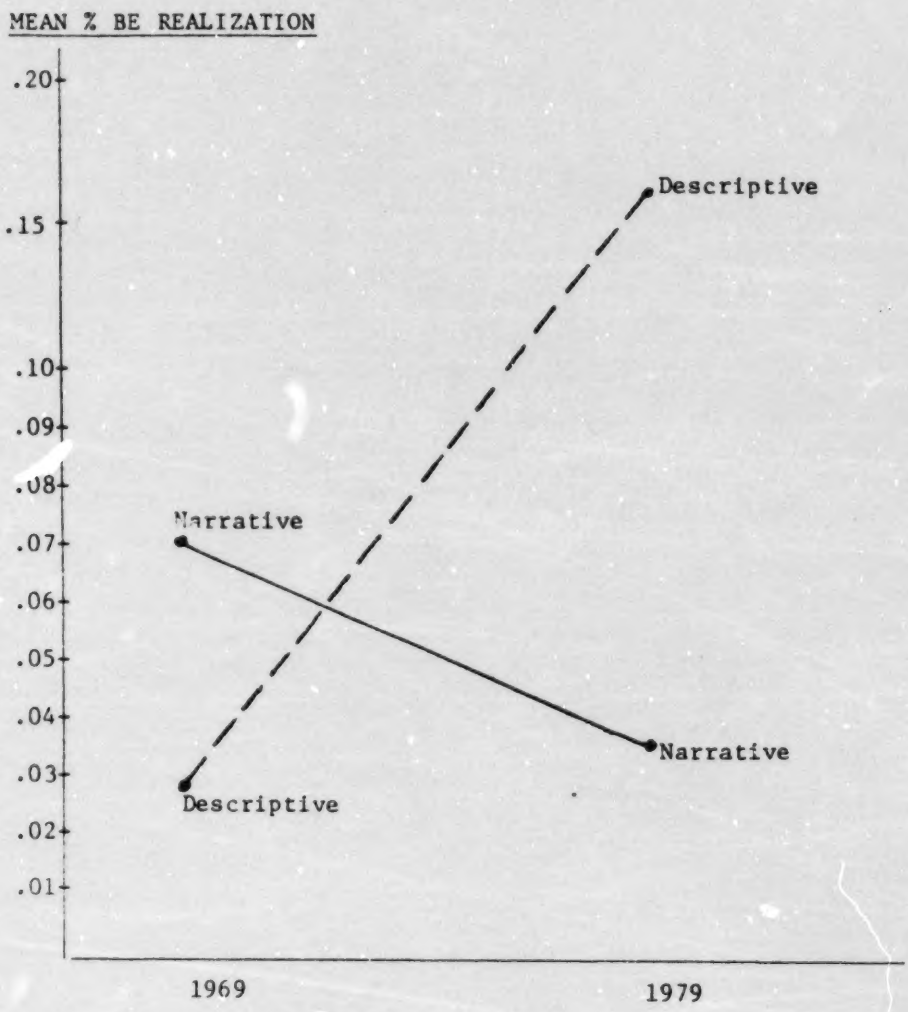
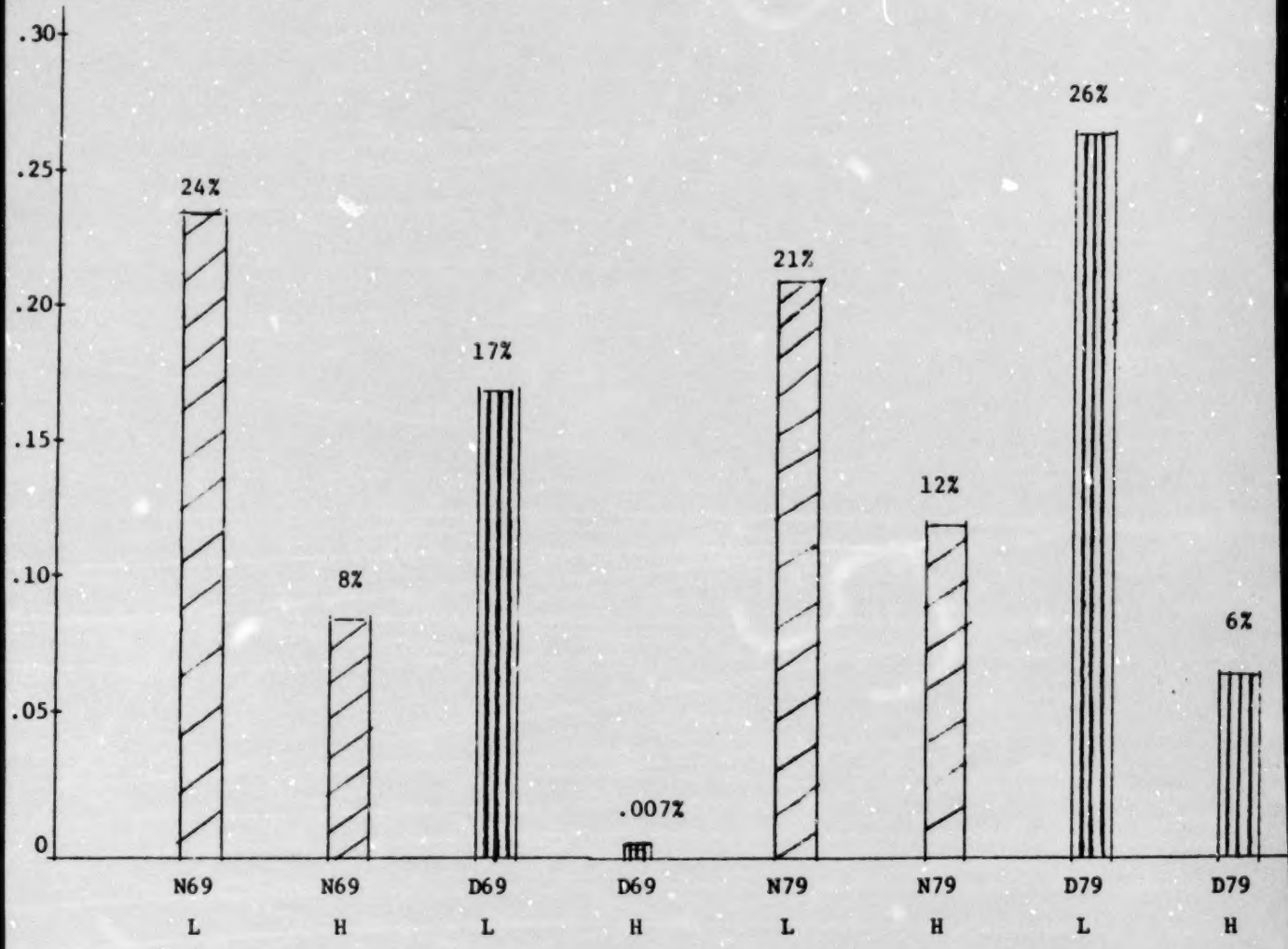


FIGURE 4 S MORPHEME - BY HIGH - LOW SCORE BY YEAR BY TYPE

MEAN % BE REALIZATION



KEY: N=Narrative; D=Descriptive; 69=1969, 79=1979; H=High Score; L=Low Score

FIGURE 5 COMPOSITE REGULAR VERBS BY HIGH - LOW SCORE BY YEAR BY TYPE

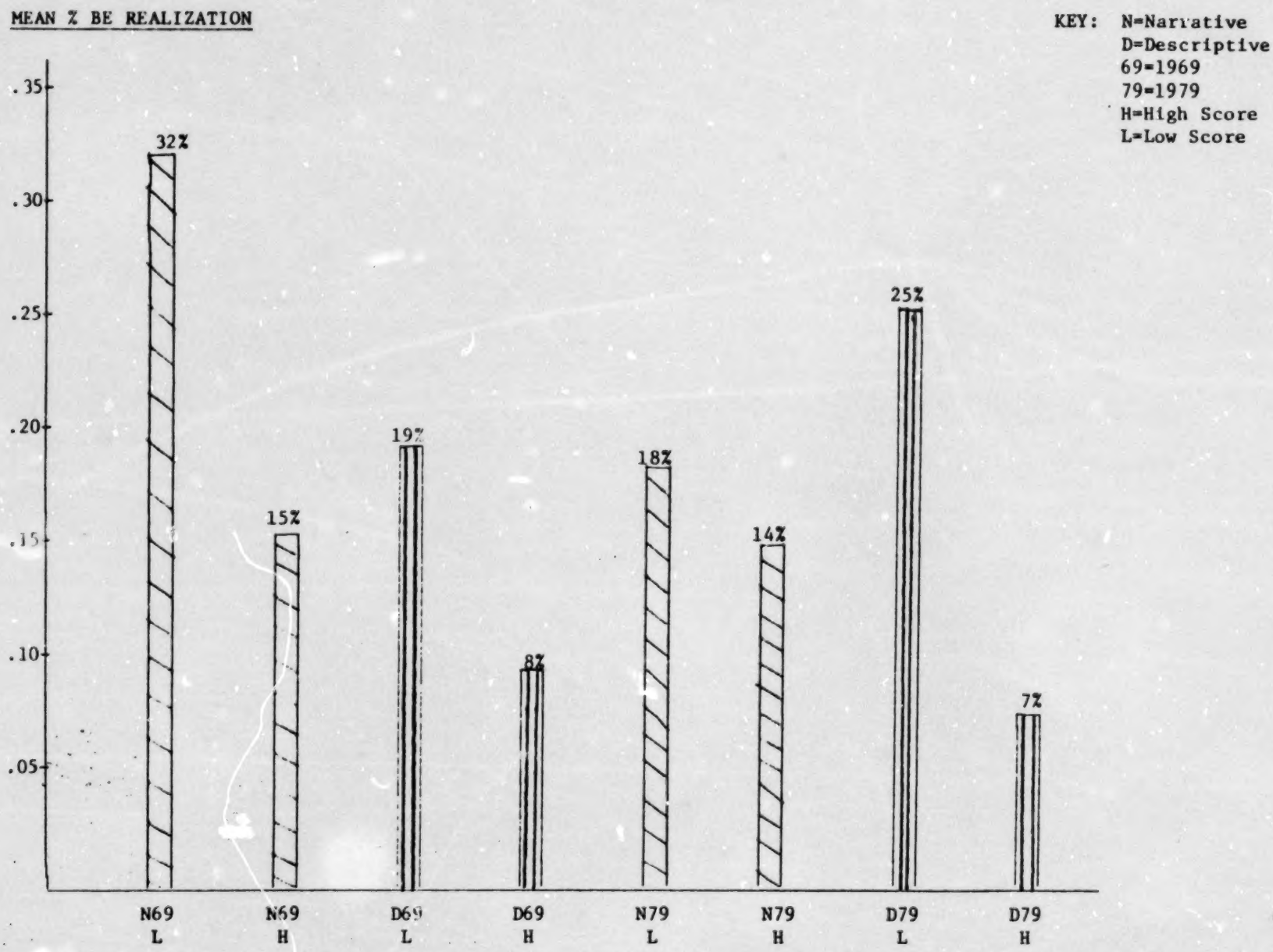
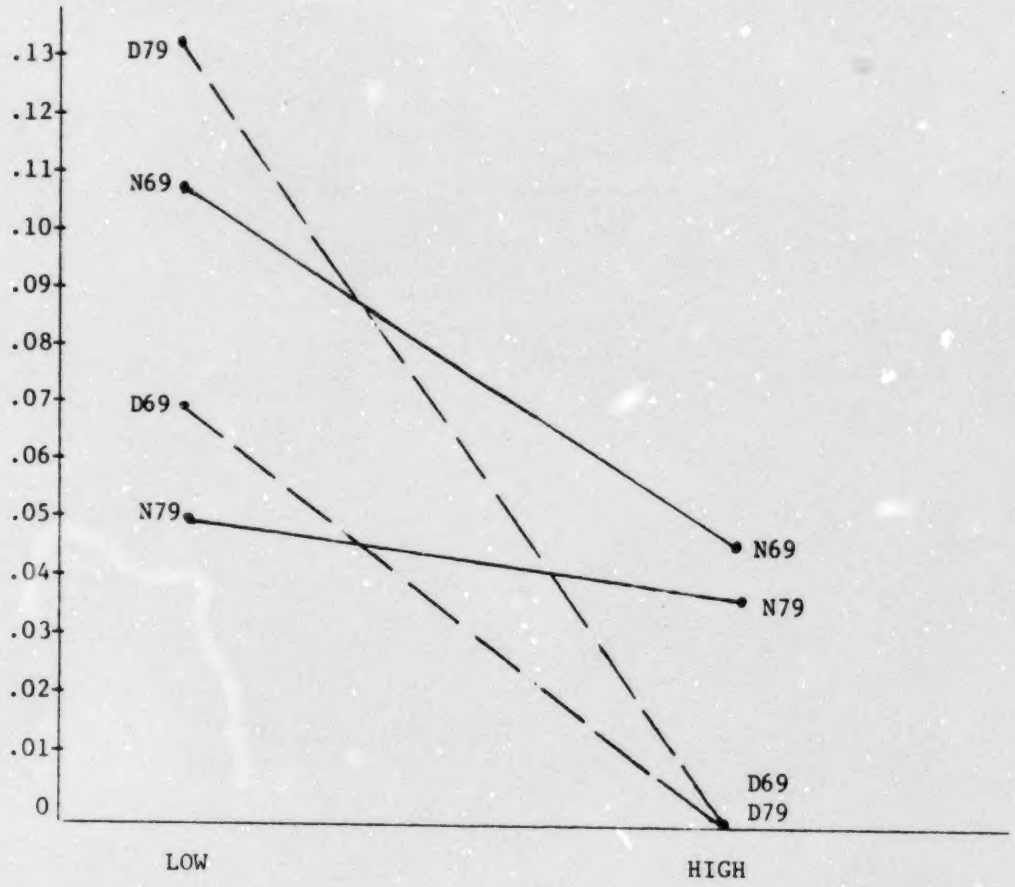


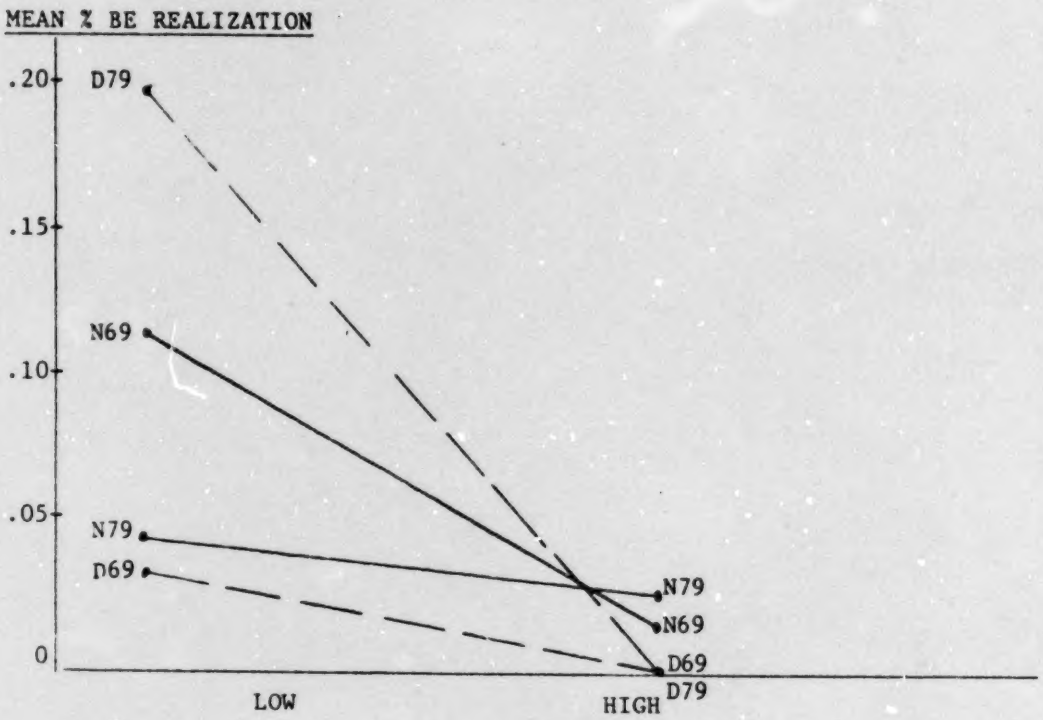
FIGURE 6 IRREGULAR VERBS BY HIGH - LOW SCORE BY YEAR BY TYPE

MEAN % BE REALIZATION



KEY: N= Narrative
D= Descriptive
69= 1969
79= 1979

FIGURE 7 SUBJECT-VERB AGREEMENT-PAST BY HIGH - LOW SCORE BY YEAR BY TYPE



KEY: N = Narrative
D = Descriptive
69 = 1969
79 = 1979

FIGURE 8 COMPOSITE BLACK ENGLISH SCORE BY HIGH-LOW SCORE BY YEAR BY TYPE

MEAN % BE REALIZATION

KEY: N=Narrative
D=Descriptive
69=1969
79=1979
H=High Score
L=Low Score

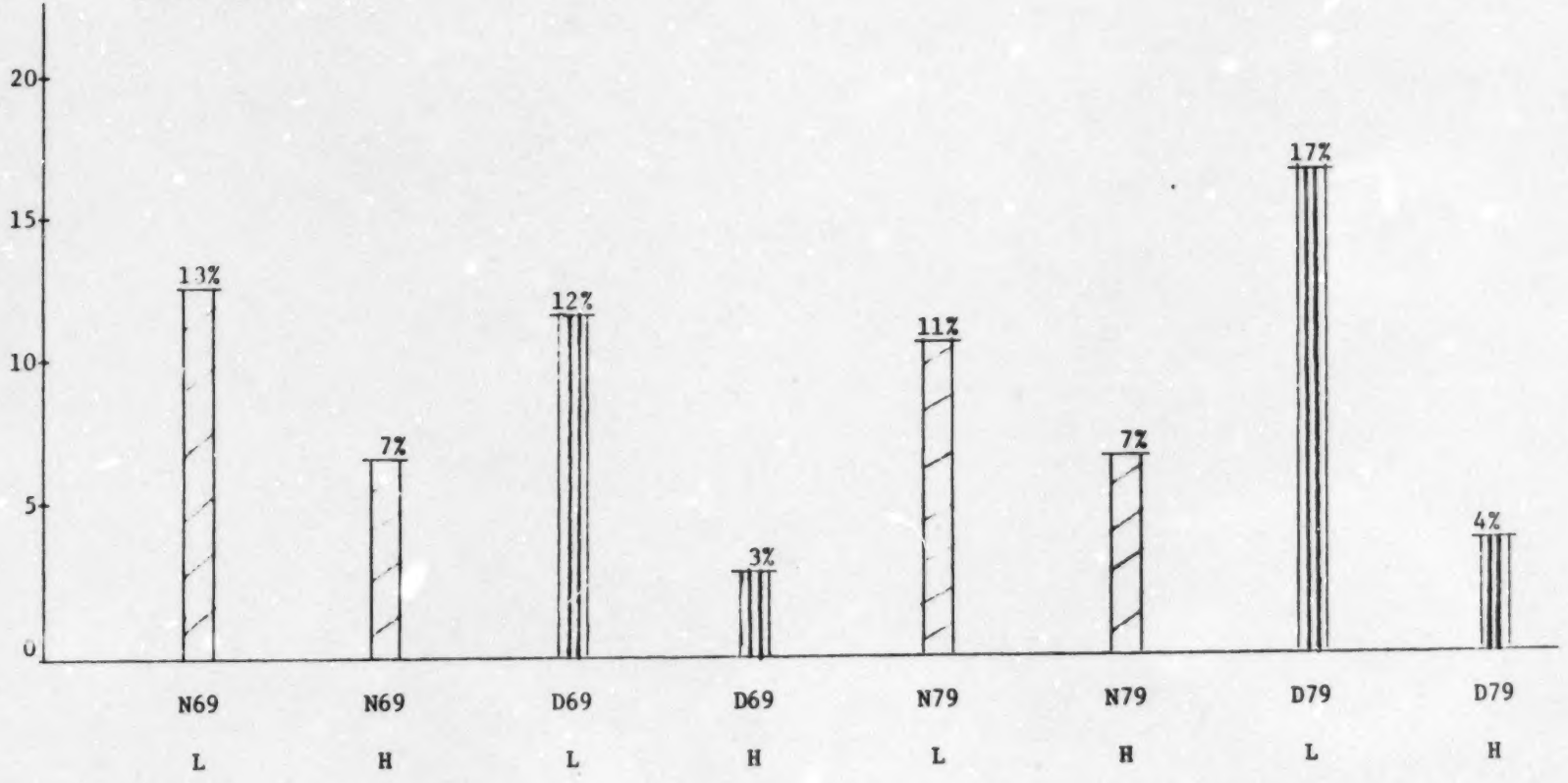


TABLE 1 DISTRIBUTION OF HIGH - LOW SCORES

1969

TYPE	%LOW	%HIGH
Narrative	62%	38%
Descriptive	81%	19%

1979

Narrative	43%	57%
Descriptive	84%	16%

N = 429

TABLE 2 DISTRIBUTION OF WORDS BY HIGH - LOW SCORE

TYPE	SCORE	MEAN # WORDS
	1969	
Narrative	Low	87.2
	High	160.8
Descriptive	Low	98.7
	High	152.8
	1979	
Narrative	Low	76.2
	High	151.2
Descriptive	Low	100.5
	High	195.8

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SAMPLE ESSAYS:

32 1969 Narrative Low Female

But, mother I am telling you the hole truth about Henry laid egg in the Chevy May be he not that kind of thing that go around eat of little thing you were say, But also you doesn't like him.

98 1969 Narrative High Female

"Last night a very odd-looking bird appeared in the neighborhood. I saw the bird just as I was going to the store. At first I was afraid, but suddenly I rememberd a radio broadcast about a bird with long legs, a long bib and was black and white in color. Due to the fact that the bird was a tamed one, I picked it up and carried it to the store with me. While at the store the bird began to peck into a bag of potatoe chips. He seemed to enjoy the chips. Therefore I brought three bags to take home with me for the bird to nibble on until I returned him to the zoo the following morning. When I returned home with the bird he was afraid to go inside the house. I guess he had been tired of staying in the cage at the zoo. I tied a rope to his leg and let him stayed outside for the night. The next morning when I went outside to see if the bird was still there, the rope was torn up. I wondered what happened and I thought: The bird just wanted to wander around by himself."

149 1979 Narrative High Male

It was the last of its kind, the only one left. The Ornithologists did not know what to do, Cloning? No, it has only been accomplished with lower forms such as frogs and other amphibians. Cryogenics? That won't work either, complete cell preservation is still a mystery. What can be done? The scientists thought, discussed and tried to brainstorm their way to an answer. Nothing. "So this is what our road to the future is. A road to destruction is what it is. So this is where technology is taking us. We are the only species of animal blessed with the gift of creative thought. We are

given the responsibility of life on this planet And this what we do. We can't leave well enough alone. One by one we're wiping out the inhabitants of this planet. Well gentlemen, I've come to my decision." With that Dr. Avers PhD., naturalist, etc., etc., steps over to the window, throws it open, and releases the bird. Everyone watches in silence, with mixed feeling as the last of a dying species comes to grips with freedom and with powerful wing strokes gracefully drifts into the horizon

311 1979 Narrative Low Male

Henry was told he get to get rid of something. But mother don't belived him. It laid a egg in the chevy. And last night I saw a odd-look bird in the neighborhood

333 1969 Descriptive Low Female

It is very large. People go there to have fun It's about 50 blocks long, There is a long walk a very long walk You can walk on it in the day And in the night it is very romantic. Right near this walk there is a large body of water If I tell you the name you would what I was talking about. There are lots of things you can get on to ride And there are lots of places to buy food. And at some of the thing you can get on they play music. And everytime you go there it is all ways crowd. And the most important thing you can win presents, prizes, grifts etc. Everything thing you want to do you do there, You can swim, eat, dance, ride, win prizes. It is only open in the summer or it open right before easter every year.

349 1969 Descriptive High Female

On a college campus near my home there is a large streach of land that many of the students like to visit. There also is a large hill that is covered with flowers & beautiful grass in the spring, which makes it one of the most beautiful sights of the city during this season. To the left of the large hill is the college chapel, looking

very serene while being nestled by the surrounding trees. To the right of the hill is green grass, grass as far as you can see, grass that reminds you of a green ocean when the wind blows. The hill itself has yellow and red flowers coming down one side and yellow, orange and violet coming down the other. It definitely stand out among its surroundings When you first see the hill from a distance you think that the blue of the sky has come down and settled around it because the contrast of the blue & green is so bright and beautiful.

393 1979 Descriptive Low Male

A large area with just nice big size trees always green reaching far far up in the sky. From a distants it looks like a mountain nice smooth toppings. Trees are very close together so it forms with a high arch.

418 1979 Descriptive High Male

The thing I will describe is a computer. It is gray and under stands 2 languages, basic and APL. Basic stands for, beginners allpurpose symbolic instruction code. APL stands for, a programming language. The hardware, or physical computer, is about six and one-half inches tall, about two and one-half feet long, and about one and one-half feet wide. It has a keyboard and a num erical pad at the base of the computer, And just above the keyboard to the left is a CRT, or cathode ray terminal. To the extreme right of the CRT is a tape drive. The tape drive takes cart rages a bit bigger than a strack tape. Above the tape drive, there are som switches, One controls the brightness of the CRT, Another restarts the machine, Another displays a series of letters and numbers that are constantly changing. The whole machine sits on top of a desk in a room with a lot of typwriters in the busniess department at Briarwood High School.

#'s 159 and 160 below are both Narratives, 1979. Indicate the sex and score of each.

#159

"That certainly is an odd-looking bird." "Yes, it appears, to stand out from all the other birds, here in the refuge." With its arrow-like beak, he is certainly a very unique species of fowl, not to mention the sturdiness, and rugged look of his long legs." "Though he is not among the most beautiful of birds seen here in the refuge, he is definitely not the ugliest." "What remarks are there too be said about this rather elite bird." "This is not for us to say, for in each of our minds we intrepret his features, in many different ways. "Thus, we leave him be." Especially in this land of freedom, where every man is supposedly free, why not the birds?"

#160

Yesterday on my science class' field trip to the zoo, we saw many tnings. For instance, we saw all the animals that you'd usually see. Bears, lions, tigers, monkies, elephants and of course birds. One particular bird caught my eye as well as my undivided attention. It resembled a pelican However, the mouth wasn't quite big enough. I thought then it might be a stork But it didn't look like a stork either. I was too embarrassed to ask my science teacher what kind of species it was, since thats what we had taken the trip for. (To identify birds) So when I asked myself aloud, "what kind of bird are you?" Strangely enough the bird flew to the highest branch on the tree where I was standing underneath, and replied "I am the bird in which no one can guess where I came or what I am!" Stunned, I asked the zoo keeper what kind of bird it was. The zoo keeper responded "Oh! Thats the loony bird. People claim it talks and usually drives them loony" "Silly isnt it?" "Sure," I said "it's silly."